This course provides a foundation for both evaluating and conducting quantitative analysis of public policy. The first third of the course examines foundational issues of conducting quantitative analysis of public policy. It does so by reviewing the basic elements of the foundations of such analysis, including the logic of scientific analysis, issues of philosophy of science, measurement theory (validity and reliability), and the elements of research design associated with internal and external validity as they apply to designs common in policy analysis. The remaining two-thirds of the course sequentially examines the use of basic statistical techniques in public policy analysis, including descriptive statistics (frequency distributions, measures of central tendency, and measures of dispersion), probability (the normal, binomial, poisson and other probability distributions), inferential statistics (hypothesis testing, estimating population proportions, and testing differences between two groups), and the analysis of nominal and ordinal data (constructing and analyzing simple and control contingency tables). The course provides a foundation for studying more advanced quantitative analysis techniques, such as regression analysis and related techniques. Throughout the course, the several statistical analysis techniques will be examined through their application to typical public policy problems. The goal of the course is to enable students to become familiar with the basic elements of quantitative analysis of public policy, to enable them to evaluate statistical evidence bearing on public policy decisions, and to conduct basic statistical analysis on public policy questions, all of which are essential for professional careers in public policy.

PPOL 506: Statistics for Public Policy II

3 Credits

This course prepares students for both evaluating and conducting quantitative analysis of public policy using regression and regression-like techniques of statistical analysis. It does so by reviewing the logic of simple and multiple regression and the inferences that can be drawn from such analysis about public policy questions. The course then reviews the detection of violations of the assumptions of the regression model (specification error, heteroskedasticity, serial correlation, collinearity, nonlinearity, nonadditivity, and measurement error), their implications for valid inference, and their correction using extensions of basic regression analysis. The course will also examine regression-like techniques for nominal and ordinal dependent variables and their statistical evaluation. Throughout the course, the several regression analysis techniques will be examined through their application to typical public policy problems. The goal of the course is to enable students to become familiar with the elements of quantitative analysis of public policy using regression analysis, to enable them to evaluate such evidence bearing on public policy decisions, and to conduct regression analysis on public policy questions, all of which are essential for professional careers in public policy.

Prerequisite: PPOL 503

PPOL 528: Demographic Change and Public Policy

3 Credits

This course will examine the interplay between demographic trends and public policies, largely in the United States. Students will be exposed to the two-way relationship between public policy and demographic change, considering both the impact of policies on demographic outcomes as well as the effect of changing demographic structures on public policy development. Demographic trends play an important role in driving public policy change, especially given the extent to which shifts in population composition emphasize different areas of public policy. Similarly, public policies have implications for outcomes related to population structure and composition, including health, life expectancy, marriage, childbirth, migration, aging, disability, and retirement. Inequality across race, ethnicity, nativity, gender, socioeconomic status, and geographic location is a common thread that runs through each of these relationships. The course provides a detailed examination of each process. The course will involve an introduction to demography and public policy and will cover topics including immigration, health policy and life expectancy, family policies, family structure and fertility, migration and immigration policy, race and racism, housing and urban policy, population aging and pensions, social policy and inequality, and climate and environmental policy. Readings will be a mix of scholarly articles and popular press pieces. Class meetings involve significant expectations for student discussion and participation. Students will complete a policy project that engages with a contemporary demographic issue.

PPOL 529: Business and Democracy Around the World

3 Credits

How does business shape democracy? One may be tempted to respond to this question by focusing on the money that business steers into political campaigns. Yet this approach elides a broader understanding of the influence of business on democratic self-government. This course will examine the direct participation of business in politics and public governance through private responses to “government failures” in the provision of goods and services. Through this involvement, business reshapes how democracy works, and we will study several mechanisms by which it does this including distributive public policy and reconceiving the citizen as a customer. Our scope is global; both individual countries and international efforts will be examined. Students will gain important analytic skills by employing frameworks from economics, political science and related disciplines, and will develop a richer understanding of the role that business plays in our political life.

PPOL 553: Comparative Racial and Ethnic Politics

3 Credits

Since its founding, the United States has had to balance the American creed of equality for all, on one hand, with racial inequality, on the other hand. Is this challenge something exclusive to the United States? This course will provide students the opportunity to analyze how race and ethnicity are constructed across the globe as well as how race and politics interact across state borders. Students will examine how race is constructed and racial ideologies are developed in several countries including the U.S., South Africa, France, Australia and Brazil. By the end of the semester, students should be able to fully engage and contribute to broad literatures on the politics and policy of race and racism. They should readily be able to answer questions such as: What role do countries and their institutions play in developing racial ideologies and racial hierarchies? What political purpose do ideologies
such as "racial democracy" serve? How might social scientists best compare notions such as U.S. "race problem," Latin America's "shade problem" and Europe's "immigrant problem"? What are the perils of cross-border comparisons, and how, if possible, can social scientists account for state differences in their analyses? The major objectives of the course are to: (1) analyze the effects of historical, social, economic, cultural and global forces on the development of racial and ethnic politics in various countries; (2) define and critically analyze concepts relevant to the study of racial and ethnic politics; (3) identify, critique and apply major academic theories and debates regarding issues of race, ethnicity, inequality and reconciliation; (4) build analytical skills so that students will be able to effectively engage and communicate in public and scholarly discourse about race and ethnic politics; (5) improve writing skills, especially as they relate to manuscript and book reviews; (6) become cognizant of the difficulties that scholars must navigate as they approach topics related to the politics, race, ethnicity as well as comparative/cross-state analysis; and (7) develop a series of best practices to address methodological and theoretical challenges to studying race comparatively.

Cross-listed with: AFAM 553, PLSC 553

PPOL 570: Environmental Policy
3 Credits

This course provides an overview of environmental policy, from an economic perspective, with a focus on practical applications of environmental problem solving. In this course, we will characterize the environment problems and examine arguments for policy intervention. The course will cover methods including environmental policy evaluation, cost-benefit analysis, and nonmarket valuation. Policy topics covered include, but are not limited to: air, water, climate, sustainability, development, energy, and environmental justice. The class focuses on US environmental policy; however, topics of global environmental policy will be incorporated. By the end of this course, students will be able to: (1) conduct economic analysis of environmental policy issues; (2) discuss the benefits and drawbacks of commonly applied tools for environmental policy analysis and use of generic policies for responding to environmental challenges; (3) identify important landmarks in US environmental policy and describe the surrounding institutional conditions; and (4) communicate evidence, translate scientific findings, and argue persuasively in debates about how to respond to pressing environmental challenges.

**Recommended Preparations:** PPOL 503, PPOL 506 PPOL 802

PPOL 596: Individual Studies
1-9 Credits/Maximum of 9

Creative projects, including nonthesis research, that are supervised on an individual basis and which fall outside the scope of formal courses.

PPOL 597: Special Topics
1-9 Credits/Maximum of 9

Formal courses given on a topical or special interest subject which may be offered infrequently; several different topics may be taught in one year or semester.
Public policy analysis requires a deeper understanding of the role of bureaucracy in the policy process. To achieve this, the course will explore the strategies used to control bureaucracy, comparing it with other institutions such as courts and non-governmental actors. The course will examine the hierarchy as expressed through principal-agent analysis, which is a key element in public choice theory and political science.

The course will outline the logic of agency theory and examine the role of bureaucracy in public policy. It will develop a working model of agency theory and apply insights from theories such as economics, political science, and public administration to public policy issues. The focus will be on understanding how public agencies and their employees at all levels of government contribute to the policy process. The course will also examine the balance of government revenues and expenditures, including developing an understanding of how the different theories offer insights into the design and implementation of public policy.

Prerequisite: PPOL 801

Public Sector Organization Theory

3 Credits

This course examines the role of bureaucracy in public sector organizations and the various strategies designed to address it. It will include an appreciation of the nature of the bureaucratic control problem and how agencies are designed to compete with each other. The goals of the course are to become familiar with the concept of bureaucratic politics and understand how this influences each stage of the policy process. Beyond that, the goals include an appreciation of the nature of the bureaucratic control problem and the various strategies designed to address it.

Prerequisite: PPOL 804

Managing Public Organizations

3 Credits

This course provides an overview of taxation and expenditure choices made by government as essential inputs into the policy process. How big should government be? What is a good source of revenue? What is a good expenditure? The course examines and compares how different theoretical and disciplinary approaches to fiscal analysis—economics, political science, and public administration—answer these questions. In addition to examining the question of the overall size and growth of the public sector and the governmental institutions responsible for fiscal choices, public expenditures will be evaluated from the perspectives of public goods theory (market failure and non-market failure), rational budgeting theory and the development of budget proposals, incremental theory, and democratic theory. Revenue choices will be examined through the lens of both normative tax theory on the criteria of adequacy, stability, efficiency, and equity, and positive theories of taxation that address how taxes are actually adopted and altered by governments. An understanding of tax incidence is central to several of these criteria. The course will also examine the balance of government revenues and expenditures.
by examining the sources, financing, and consequences of government debt and the use of capital budgets. The course will be especially attentive to how policy professionals apply these varied theoretical approaches to answering these questions. The goal of the course is to enable students to become conversant both with the many conceptual languages in which government taxation and budgeting issues are debated and to prepare them for professional positions in which revenue and expenditures are essential instruments in the formulation and implementation of public policy.

**Prerequisite:** PPOL 802, PPOL 801

**PPOL 809: Public Policy Analysis**

3 Credits

This course provides students an overview of prospective public policy analysis as a means of informing public policy choice. That is, it examines how analysis techniques can be used to assess whether proposed policy solutions are likely to solve policy problems. The scientific logic underlying formal prospective public policy analysis is discussed before turning to identifying policy problems, conceptualizing public policies from economic, organizational, and political perspectives, and identifying public policy alternatives as well as the criteria for assessing their likely policy consequences and political and organizational feasibility. Several formal methods of prospective public policy analysis are discussed, including a family of back-of-the-envelope techniques, forecasting methods, simulation methods, discounting for probability, risk, and time, cost-benefit analysis, and political and organizational analysis addressing feasibility. Such formal analyses are, of course, the only type of information used in the policy formulation and adoption process. Thus, the limits on the role of formal analysis in the policy process are discussed along with the effective reporting of formal prospective public policy analyses.

**Prerequisite:** PPOL 503, PPOL 506

**PPOL 810: Policy and Program Evaluation**

3 Credits

This course provides students an overview of public policy and program evaluation as a scientifically-based means of assessing whether such programs and policies are effective after they have been adopted and implemented. The scientific logic underlying evaluation research is discussed before turning to conceptualizing public policies and programs as testable hypotheses. After then reviewing measurement theory and its application to public policies and programs, the course discusses the inferential validity criteria used to assess a variety of research designs. A major portion of the course will entail an in-depth discussion of several different research designs, including their logic, implementation, strengths, and weaknesses. These will include discussions of pre-experimental, experimental, correlational, interrupted time series, regression discontinuity, comparison group, case study, and nested research designs. Ethical and other practical problems of constructing evaluation research in the field are examined. Finally, the reporting of evaluation research results along with utilization problems associated with evaluation reports are discussed. The goals of the course include enabling students to both critically interpret evaluation research reports and to design, conduct, and report evaluation studies of public policies and programs.

**Prerequisite:** PPOL 803, PPOL 806

**PPOL 811: Project Design and Methods**

3 Credits

The capstone project is the culminating course in the Master of Public Policy (M.P.P) program, in which students demonstrate their ability to design and execute a significant public policy analysis project in their area of public policy specialization. Successful completion of the project is a final demonstration that students can perform the professional work of public policy analysts. Capstone projects will likely be a prospective analysis of a policy proposal or a retrospective program or policy evaluation. Indeed, students may build on the policy analysis research proposals they developed in earlier courses. Students are strongly encouraged to do one or the other of these two types of projects, although other types of analysis projects may be submitted for approval to the M.P.P. program. This course will take students through the conceptualization, measurement, analysis, and reporting stages of their projects.

**Prerequisite:** PPOL 809, PPOL 810 CONCURRENTS: PPOL 894

**PPOL 894: Capstone Experience**

1-18 Credits/Maximum of 18

Supervised, professionally oriented student activities that constitute the culminating experience in the program.

**CONCURRENT:** PPOL 811

**PPOL 895: Public Policy Internship**

1-18 Credits/Maximum of 18

Supervised, professionally oriented, off-campus, non group instruction, including field experiences, practicums, or internships. Written and oral critique of activity required.

**PPOL 897: Special Topics**

1-9 Credits/Maximum of 9

Formal courses given on a topical or special interest subject with a professional orientation that may be offered infrequently; several different topics may be taught in one year or semester.

**Prerequisite:** PPOL 803, PPOL 806